

Springfield Elementary

1608 Florida Avenue
Greenwood, SC 29646

Grades	PK-5 Elementary School	
Enrollment	575 Students	
Principal	Bonnie R. Corbitt	864-941-5535
Superintendent	Darrell Johnson	864-941-5400
Board Chair	Dru James	864-223-1878

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	29	58	3	0

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	No
2004	Average	Unsatisfactory	No
2005	Average	Below Average	Yes
2006	Average	Average	Yes

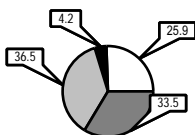
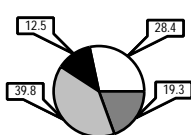
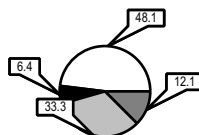
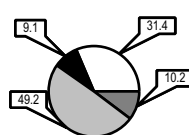
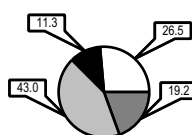
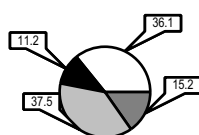
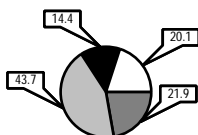
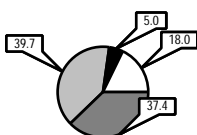
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	278	100.0	25.9	36.5	33.5	4.2	48.7	Yes	Yes
Gender									
Male	155	100.0	32.6	38.9	25.0	3.5	42.4	N/A	N/A
Female	123	100.0	17.6	33.6	43.7	5.0	56.3	N/A	N/A
Racial/Ethnic Group									
White	115	100.0	8.0	33.6	48.7	9.7	74.3	Yes	Yes
African American	140	100.0	36.4	40.3	23.3	0.0	30.2	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	22	100.0	55.0	30.0	15.0	0.0	25.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	233	100.0	19.8	38.3	37.8	4.1	53.6	N/A	N/A
Disabled	45	100.0	58.5	26.8	9.8	4.9	22.0	I/S	Yes
Migrant Status									
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	276	100.0	25.7	36.4	33.7	4.2	49.0	N/A	N/A
English Proficiency									
Limited English Proficient	22	100.0	57.1	28.6	14.3	0.0	23.8	I/S	I/S
Non-Limited English Proficient	256	100.0	23.1	37.2	35.1	4.5	50.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	166	100.0	34.0	42.5	22.2	1.3	34.0	Yes	Yes
Full-pay meals	112	100.0	14.5	28.2	49.1	8.2	69.1	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	278	100.0	28.1	39.9	19.4	12.5	44.9	Yes	Yes
Gender									
Male	155	100.0	31.3	36.8	17.4	14.6	43.8	N/A	N/A
Female	123	100.0	24.4	43.7	21.8	10.1	46.2	N/A	N/A
Racial/Ethnic Group									
White	115	100.0	11.5	33.6	28.3	26.5	70.8	Yes	Yes
African American	140	100.0	39.5	45.0	13.2	2.3	25.6	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	22	100.0	50.0	40.0	10.0	0.0	20.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	233	100.0	23.4	41.0	21.2	14.4	49.5	N/A	N/A
Disabled	45	100.0	53.7	34.1	9.8	2.4	19.5	I/S	Yes
Migrant Status									
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	276	100.0	28.4	39.5	19.5	12.6	45.2	N/A	N/A
English Proficiency									
Limited English Proficient	22	100.0	47.6	42.9	9.5	0.0	23.8	I/S	I/S
Non-Limited English Proficient	256	100.0	26.4	39.7	20.2	13.6	46.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	166	100.0	36.6	44.4	15.0	3.9	29.4	Yes	Yes
Full-pay meals	112	100.0	16.4	33.6	25.5	24.5	66.4	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	278	100.0	47.9	33.5	12.2	6.5	18.6
Gender							
Male	155	100.0	48.6	33.3	9.0	9.0	18.1
Female	123	100.0	47.1	33.6	16.0	3.4	19.3
Racial/Ethnic Group							
White	115	100.0	20.4	40.7	25.7	13.3	38.9
African American	140	100.0	65.9	31.0	1.6	1.6	3.1
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	22	100.0	85.0	10.0	5.0	0.0	5.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	233	100.0	45.0	34.2	13.5	7.2	20.7
Disabled	45	100.0	63.4	29.3	4.9	2.4	7.3
Migrant Status							
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	276	100.0	47.9	33.3	12.3	6.5	18.8
English Proficiency							
Limited English Proficient	22	100.0	85.7	9.5	4.8	0.0	4.8
Non-Limited English Proficient	256	100.0	44.6	35.5	12.8	7.0	19.8
Socio-Economic Status							
Subsidized meals	166	100.0	62.7	30.1	6.5	0.7	7.2
Full-pay meals	112	100.0	27.3	38.2	20.0	14.5	34.5

Social Studies							
All Students	278	100.0	31.2	49.4	10.3	9.1	19.4
Gender							
Male	155	100.0	34.7	43.8	10.4	11.1	21.5
Female	123	100.0	26.9	56.3	10.1	6.7	16.8
Racial/Ethnic Group							
White	115	100.0	14.2	51.3	16.8	17.7	34.5
African American	140	100.0	42.6	48.8	6.2	2.3	8.5
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	22	100.0	55.0	40.0	0.0	5.0	5.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	233	100.0	26.1	52.3	11.7	9.9	21.6
Disabled	45	100.0	58.5	34.1	2.4	4.9	7.3
Migrant Status							
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	276	100.0	31.0	49.4	10.3	9.2	19.5
English Proficiency							
Limited English Proficient	22	100.0	52.4	42.9	0.0	4.8	4.8
Non-Limited English Proficient	256	100.0	29.3	50.0	11.2	9.5	20.7
Socio-Economic Status							
Subsidized meals	166	100.0	39.9	51.0	6.5	2.6	9.2
Full-pay meals	112	100.0	19.1	47.3	15.5	18.2	33.6

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	100	100.0	25.8	39.2	28.9	6.2	35.1
	4	103	100.0	24.7	45.4	27.8	2.1	29.9
	5	98	100.0	25.6	48.9	25.6	0.0	25.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	93	100.0	20.7	31.0	40.2	8.0	48.3
	4	93	100.0	36.8	31.0	31.0	1.1	32.2
	5	92	100.0	20.2	47.2	29.2	3.4	32.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	100	100.0	27.8	50.5	15.5	6.2	21.6
	4	103	100.0	38.1	37.1	18.6	6.2	24.7
	5	98	100.0	24.4	47.8	20.0	7.8	27.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	93	100.0	26.4	41.4	23.0	9.2	32.2
	4	93	100.0	37.9	31.0	16.1	14.9	31.0
	5	92	100.0	20.2	47.2	19.1	13.5	32.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	100	100.0	50.5	38.1	8.2	3.1	11.3
	4	103	100.0	51.5	27.8	12.4	8.2	20.6
	5	98	100.0	50.0	30.0	14.4	5.6	20.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	93	100.0	41.4	46.0	10.3	2.3	12.6
	4	93	100.0	54.0	27.6	14.9	3.4	18.4
	5	92	100.0	48.3	27.0	11.2	13.5	24.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	100	100.0	38.1	46.4	11.3	4.1	15.5
	4	103	100.0	30.9	52.6	9.3	7.2	16.5
	5	98	100.0	28.9	53.3	14.4	3.3	17.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	93	100.0	28.7	60.9	5.7	4.6	10.3
	4	93	100.0	39.1	47.1	11.5	2.3	13.8
	5	92	100.0	25.8	40.4	13.5	20.2	33.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 575)				
First graders who attended full-day kindergarten	85.7%	Down from 100.0%	100.0%	100.0%
Retention rate	0.2%	Down from 1.9%	2.7%	2.8%
Attendance rate	97.2%	Up from 96.9%	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 5.0%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 2.3%	0.0%	0.0%
Eligible for gifted and talented	15.1%	Up from 13.8%	11.5%	10.4%
On academic plans	54.1%	N/AV	35.0%	33.6%
On academic probation	32.3%	N/AV	1.2%	1.0%
With disabilities other than speech	8.3%	Down from 8.4%	8.3%	7.5%
Older than usual for grade	0.7%	Up from 0.5%	0.8%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 45)				
Teachers with advanced degrees	51.1%	Up from 48.8%	54.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	0.0%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	83.3%	Down from 86.0%	88.1%	87.3%
Teacher attendance rate	94.6%	Down from 95.2%	94.7%	94.9%
Average teacher salary	\$40,615	Up 1.0%	\$42,556	\$42,485
Prof. development days/teacher	18.8 days	Up from 14.5 days	14.0 days	13.3 days
School				
Principal's years at school	1.0	Down from 2.0	4.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Up from 17.1 to 1	18.8 to 1	18.6 to 1
Prime instructional time	89.7%	Up from 88.8%	89.4%	89.7%
Dollars spent per pupil*	\$6,084	Up 10.9%	\$6,360	\$6,557
Percent of expenditures for teacher salaries*	63.4%	Down from 63.8%	63.5%	64.0%
Percent of expenditures for instruction*	67.7%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.3%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Up from Average	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	8.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Springfield Elementary is a school committed to continuous improvement and therefore works diligently to fulfill its mission, beliefs and goals. The 2005-2006 school year was one of great excitement and many changes. From the first day of the school year through the last day, students were challenged to strive for excellence in their academic work, their relationships with both peers and staff, and in their personal growth and development.

The faculty and staff consistently analyzed data and made appropriate instructional changes to meet the needs of all students. We continue to grow as a Professional Learning Community that uses both the available baseline data and continuous formative assessments in order to make the instructional decisions necessary to attain the best results for all children.

During this year, Mrs. Tommie Bowling, our Physical Education Teacher, was selected as our Teacher of the Year. Mr. Al Gambrell, our Literacy Coach, was selected as our Piedmont Reading Council Teacher of the Year. Mrs. Amity Chastain was selected as our First Year Teacher of the Year. Several teachers completed work on advanced degrees.

Parents were actively involved through a variety of opportunities including Family Literacy Nights, Family Reading Nights, Book Fairs, Birthday Lunches, Principal's Coffees, Grandparents' Day, authors' visits, PTO, SIC, Field Trips, Volunteering, the School Carnival, and the open door policy we extend to them.

Students participated in a variety of leadership positions, service learning projects, after-school programs, and clubs. Our curricular opportunities grew as we added in part-time push-in reading teachers to assist with Balanced Literacy. Our school-wide focus on reading and writing was evident through the many exhibits, programs, and celebrations throughout the year.

Through district support, all of our teachers received laptops and projectors in order to enhance their classroom instruction. Support in mathematics was strengthened through the addition of Fantastic Five activities in grades 3-5. Our GATAS class produced a bi-annual student newspaper and our newly organized Honors Chorus presented programs both at school and in the community.

A highlight of our year was the Reading Celebration based on the diligent work of our students, teachers and staff. The visits from the Cat in the Hat, a storyteller and a singer, along with the special activities from our related arts department were combined for a day to remember by all! Through the work of our faculty and staff, their care, commitment and concern, we know that Springfield will continue to provide an exceptional environment dedicated to educating all children.

Bonnie R. Corbitt, Principal
Julene Fisher, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	39	86	47
Percent satisfied with learning environment	97.4%	93.8%	95.7%
Percent satisfied with social and physical environment	94.7%	91.6%	91.1%
Percent satisfied with school-home relations	92.3%	89.3%	84.8%

*Only students at the highest elementary school grade level at this school and their parents were included.